

Criterion VII – Service

Criterion VII

The school shall pursue an active service program, consistent with its mission, through which faculty and students contribute to the advancement of public health practice, including continuing education.

Expected Documentation

1. A description of the school's service program, including policies, procedures and practices which support service. If the school has formal contracts or agreements with external agencies, these should be noted.
2. A list of the school's current service activities, including identification of the community groups and nature of the activity, over the last three years.
3. A description of the school's continuing education program, including policies, procedures and practices which support continuing education.
4. A list of the continuing education programs offered by the school, including number of students served, over the last three years.
5. A list of other educational institutions with which the school collaborates to offer continuing education, if any.
6. Identification of the measures by which the school may evaluate the success of its service program, along with the data regarding the school's performance against those measures over the last three years.
7. A description of student involvement in service.
8. Assessment of the extent to which this criterion is met.

Criterion VII – Service

1. School of Public Health Service Policy

Service is an integral part of the school's mission to enhance the quality of life by improving the public's health. The faculty and students, as members of a land-grant institution with a strong mandate for community service, have a special responsibility for sharing their knowledge, talents and leadership skills with the many communities of which they are a part, whether at the local, state, national or international level. The school expects and encourages faculty and students to participate in health-related community service and professional service activities.

The school's service activity is guided by the following principles:

- The school supports the university's Great Cities initiative to address urban issues through teaching, research and service programs and encourages faculty to:
 - 1) Advise and consult with individuals and community agencies and organizations to help them identify community health problems, the extent of those problems and potential solutions for them.
 - 2) Provide technical assistance to communities in developing or evaluating programs and policies.
- The school considers service and research as closely related endeavors and is committed to the belief that community-based research that benefits the advancement of public health knowledge also should involve service that benefits the community.
- The school promotes faculty participation in professional associations and on university and schoolwide committees.
- Service is a factor in consideration for promotion and tenure.
- Because service is an essential component in the education of students in public health, the school motivates students to pursue opportunities for service through means such as volunteerism or practica in community organizations or agencies.
- The School is committed to the development of educational and training opportunities for the public health workforce.

2. Current Service Activities

The annual performance report and the promotion and tenure documents include space for reporting and describing service activities. A listing of the locations of faculty service activities is in Appendix VII.2. Additional description of the service activities is included under the subheadings of the Divisions and the Centers. Service Activities

Office of Community, Government and Alumni Affairs

The school is highly committed to the concept of community partnership as evidenced by our establishment of an Office of Community, Government and Alumni Affairs. This office provides an additional dimension to our already recognized community partnership efforts in the state and through this office we have become a strong member of the Community-Campus Partnerships for Health. Members of our faculty serve on committees and/or boards of directors of many community-based organizations such as the Westside Association for Community Action, the Chicago Urban League, the Community Mental Health Council, the Seventh Congressional District Health Task Force, Healthy Families Illinois, to name a few.

We serve the community by providing technical assistance, helping to build infrastructure necessary to empower the community, creating opportunities for community members to participate in research endeavors, advocating partnerships in addressing community problems. The school plays a prominent role within our public school system by partnering with the Chicago Board of Education as well as the Local School Councils. These partnerships have enabled us to develop strong health education and promotion linkages with more than 40 elementary and secondary schools in the Chicago Metropolitan Area. In addition, we quite frequently partner with the community and our congressional delegates to host debates, town hall meetings, and satellite sites on issues that have both local and national public health significance such as Healthy People 2000, responses to the proposal for Healthy People 2010, the Summer Public Health Research Video Conference and Institute on Minority Health, and Medical Care for Indigent Populations.

Community Health Sciences

The CHS faculty are involved in service activities at all levels. The faculty provide leadership training for individuals pursuing careers in maternal and child health aspects of community practice, program planning and evaluation, and policy-making. Additionally, some faculty promote university-community collaboration addressing the research and information needs of the maternal and child health community within the Chicago metropolitan area. Working on community-initiated projects with emphasis being placed on the community's perspective is the hallmark of these efforts. Other faculty provide leadership training for state and local health professionals, board of health members, community and voluntary agency staff, and even some elected officials. Several faculty serve the state of Illinois by serving on the Primary Care Advisory Council. The CHS faculty provide significant service to their respective, diverse, disciplines. This service includes journal review, membership on editorial boards of scientific journals, editorship of scientific journals, consultation with local, state, federal, and international health agencies, consultation with community organizations, consultation with health care organizations, consultation with large non-profit agencies and participation in scientific review panels for NIH. The Dean, whose academic home is CHS, is an IOM member and actively serves on many IOM panels.

Environmental and Occupational Health Sciences

The EOHS faculty provide training, technical assistance, education and research experience at the local, state, national and international levels. Faculty teach short courses in air pollution management, perform safety surveys for Chicago area industries (including printing, organic solvent cleaning, welding, and electroplating), host video downlinks for professionals in the area interested in air pollution management, work with community organizations and state environmental agencies to characterize exposures to air pollution, evaluate ambient air quality including the evaluation of ozone in North American Cities, and provide health hazard evaluations (assessing environmental health problems) of lead contamination, infectious disease control, and ventilation problems in jails and hospitals to name a few. Faculty in EOHS serve as scientific review panel members for NIH, NSF, CDC, EPA and NIOSH and also serve as manuscript reviewers, editorial board members, and editors for select journals in their disciplines (See response to Criterion VI.4). On the international level, EOHS faculty provide occupational and health training and technical assistance in both Eastern Europe and the Americas, in addition to providing research training here for visiting scholars from these areas.

Epidemiology and Biostatistics

Faculty in this division provide service in many different ways. The Biostatistics faculty provide consultation on data management, data analysis, and statistical applications to faculty within the school, faculty from other units on campus (particularly the other Health Sciences Colleges), local health departments, hospitals in the Chicago metropolitan area, and pharmaceutical companies. Epidemiology faculty provide similar consultation on study design issues. Further epidemiology faculty have an extensive record of service activities locally, nationally and internationally. Within Chicago and the state of Illinois, faculty serve as advisors to community-based organizations, employee unions, the Mayor of Chicago, the Chicago Department of Public Health, the Chicago Public Schools, the Governor, and the Illinois Department of Public Health on risk factors, treatment referrals, street-based education, and other intervention strategies for AIDS, drug abuse, violence, diabetes, asthma, cancer and tuberculosis. The faculty are particularly noted for their work with underserved minority as well as “hard to reach” high risk groups. Nationally, several faculty have been advisors to NIH, CDC, Congress, and the Secretary of Health and Human Services. Internationally, faculty have consulted with the World Health Organization, the International Agency for Research on Cancer, and the Pan American Health Organization. Service to their disciplines is evident for both the Biostatistics and Epidemiology faculty. As noted in the response to Criterion VI.4, faculty serve on scientific review panels for NIH and CDC and review manuscripts for JAMA, AJPH, AJE, JASA, and other high quality scientific journals.

Health Policy and Administration

Faculty in HPA have educated staff in community-based organizations on how to use behavioral science to deliver AIDS prevention strategies in the Hispanic community. Similar educational programs have targeted senior citizens and have been developed through collaborations with the City of Chicago Department of Aging. Other HPA faculty work closely with “hidden” communities such as the homeless and low-income

veterans in evaluating health outcomes and developing policies focused on these underserved groups. Faculty also provide technical assistance with data management for local health departments, The Illinois Department of Health, and for other Schools of Public Health. Service to the discipline is demonstrated by participation on scientific study sections for the NIDA, NIA, NIAAA, and the Veterans Administration and by participation in journal review and editing.

The Great Lakes Center

Service is a fundamental aspect of the mission of this Center. Particular activities in the service realm include: preparing professionals to be leaders in occupational and environmental safety and health, providing continuing education to these professionals, providing outreach to improve the knowledge, skills, and awareness of key issues in their discipline, providing technical assistance and consultation to labor, management, health care institutions, government agencies, and local communities, and serving as a regional information resource. The Center also works with various public agencies to design and implement cost-effective programs aimed at prevention. Preventive programs include epidemiologic analyses of occupational injury and illness experience, industrial hygiene, safety and ergonomic evaluations, and a continuous quality improvement approach to workplace modifications and interventions. The Center works closely with the local and state health departments in addressing health hazards in the workplace and in communities, with special emphasis on disadvantaged and high risk communities. On the international level, the Center is providing international training and research in occupational and environmental health.

The Health Research and Policy Centers

The mission of these Centers is to improve the health of the public by stimulating and supporting a broad mix of high-quality, social and bio-social research and policy making on health and medical care.

Particular activities include: employing a diabetes prevention model successful in reaching African-Americans to Latino populations in Chicago, smoking cessation programs targeted at adolescents, development of anti-tobacco messages targeted for youth, development of a model that makes better data available to local health departments, an extensive school-based adolescent risk reduction program, the development and testing of exercise interventions for elderly populations, a program aimed at reducing risk of unplanned pregnancy and teen pregnancy, and evaluation of the health manpower in Illinois.

Community organizations are real partners in many of the HRPC projects. Researchers, both faculty and students, work closely with Chicago public elementary and high schools, community health clinics, social service agencies, churches and day care centers (for children and for senior citizens). Other efforts involve training health department personnel and service providers in the implementation of field-tested health interventions.

3. Continuing Education: Policies, Procedures and Practices

Faculty participate in continuing education activities to varying extents. Reports of this type of activity are included in the annual performance reports.

Since the last self-study, the School of Public Health has elected to decentralize its efforts in continuing education and to rely on continuing education policies, procedures and practices at the campus level. This decision was based on the availability of services through the university's Office of Continuing Education and Public Service (OCEPS). Individual units within the school are responsible for needs assessment, development, implementation, and evaluation of continuing education offerings within the guidelines specified by the university. The initiative and resources of the school's divisions and centers have maintained the delivery of a diverse and extensive range of offerings (see Appendix VII.4) designed to meet the health education needs of trained public health practitioners, those working in public health practice without formal preparation, and members of the community at large.

At the campus level, OCEPS provides consultation in matters related to continuing education and the management of continuing education activities in accordance with university policies and procedures. OCEPS also supports academic units and faculty in the planning and implementation of individual programs by providing services such as program feasibility assessment, marketing and promotion, budgeting and financial management, contract negotiation, registration and customer services, and logistical planning and coordination.

Under campus policies, OCEPS is required to play a role in the approval and administration of **credit-bearing courses** offered by UIC schools and colleges as continuing education. This includes all courses funded through student tuition, fee payments assessed at the extramural rate and, with certain approved exceptions, all courses and/or degree programs delivered to external audiences through contractual arrangements.

All credit courses administered through OCEPS are required to be regular/approved campus courses. In addition, OCEPS has responsibility for ensuring that each individual offering also is reviewed and approved by appropriate department, college and campus officers. The OCEPS Credit Course Proposal form (Appendix VII.3.1) and accompanying documentation provide reviewing units with details about the proposed offering, including scheduling, location, intended audience, instructor(s), funding sources, etc.

Within the UIC system, responsibility for approval of **noncredit programs** rests with deans at the college level. Deans may designate, as they deem appropriate, the personnel or process for review of proposed noncredit programs. In the School of Public Health, units originating noncredit education programs are responsible for their development and implementation. This responsibility includes designing programs, monitoring and evaluating the quality of program content, and selecting instructors and evaluating their performance. Units may, if they wish, utilize the services of the office of continuing education and public service for the development of noncredit programs. (Appendix VII.3.2 contains the OCEPS Noncredit Program Proposal form.)

4. A List of Continuing Education Activities

The School of Public Health, through its divisions and centers, offers an extensive array of continuing education programs. Appendix VII.4 lists the courses offered during academic years 1995 through 1998 by the Great Lakes Center for Occupational and Environmental Safety and Health, the Air Pollution Training Institute, the Community Health Sciences division (incorporating courses offered by the Maternal and Child Health Training Program, the Hospice Management Certificate Program, the Enhanced Analytical Skills Program, the Maternal and Child Community Health Science Consortium, and the Illinois Public Health Leadership Institute), the Gerontology Certificate Program and the Illinois Public Health Leadership Institute.

5. Collaborations for Continuing Education

Appendix VII.5 identifies other institutions that train public health personnel with which the School of Public Health collaborates in offering continuing education programs. (The collaborating institution is in bold; the continuing education program is included in parenthesis.)

6. Measures of Service

Service is measured using the annual faculty performance evaluations. It is expected that every faculty member provides service at the division level every year, at the school level most years, and at the university level periodically. This service is usually in the form of participation on faculty governance committees, search committees and/or ad hoc committees. Faculty members also are expected to provide external service each year to groups such as community organizations, professional organizations and governmental organizations. As discussed in the response to Criterion VIII.B.5, service is taken into account when promotion and salary increase decisions are made.

7. Student Involvement in Service

Students at the school actively participate in service endeavors. The Accreditation Evaluation Survey of Students (see Appendix IX.C.2.1) asks students about their service experience while a student at SPH (“While a student at SPH, have you participated in any of the following voluntary service activities?”). Most of the voluntary service activities in which students participated were external to the school. Thirty-nine percent of students participated in local, state or regional public health-related professional organizations (Table 19, Appendix IX.C.2.2); 44% participated in national public health-related professional organizations; and 45% participated in community service organizations. Additional service involvement for students comes from their research activities with community-based organizations. Many of the research assistantships listed in Appendix VI.5.1 represent such activities.

8. Assessment

This criterion is met.

